



Highsted Grammar School
Spiritual, Moral, Social & Cultural Mapping

Subject: Biology Year: 12

Strand	Explanation of provision	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Learning about self/world-biological molecules and cells.</i> <i>Risk taking: following a new practical method never seen: making improvement.</i>	<i>Learning about self- DNA and immune system. Cell membranes and transport.</i> <i>Risk taking: following a new practical method never seen: making improvement</i>	<i>Learning about self-exchange of substances in their body.</i> <i>Risk taking: following a new practical method never seen: making improvement</i>	<i>Learning about self- role of haemoglobin and the death zone.</i> <i>Risk taking: following a new practical method never seen: making improvement</i>	<i>Learning about self-cardiac cycle and blood vessels</i> <i>Risk taking: following a new practical method never seen: making improvement</i>	<i>Risk taking: following a new practical method never seen: making improvement</i>
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Devising risk assessments for planned practical.</i>	<i>Devising risk assessments for planned practical.</i>	<i>Devising risk assessments for planned practical.</i>	<i>Devising risk assessments for planned practical.</i>	<i>Devising risk assessments for planned practical. Cardiac disease and mitigation.</i>	<i>Devising risk assessments for planned practical.</i>
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>How electron microscopes have led to collaboration and research into cell parts.</i>	<i>Opportunities to team teach aspects of course. Access to vaccinations Cell division and cloning.</i>	<i>Opportunities to team teach aspects of course. Blood donation.</i>	<i>Opportunities to team teach aspects of course. Investigating diversity</i>	<i>Opportunities to team teach aspects of course. Cardiac disease impact on society of lifestyle choices.</i>	<i>Opportunities to team teach aspects of course.</i>



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Cultural	<ul style="list-style-type: none"> • understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain • ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities • knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities • interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	<i>Collaboration of the scientific community in the discovery of aspects of the current topic area.</i>	<i>Collaboration of the scientific community in the discovery of aspects of the current topic area.</i> <i>Uptake of vaccination, herd immunity</i>	<i>Collaboration of the scientific community in the discovery of aspects of the current topic area.</i>	<i>Collaboration of the scientific community in the discovery of aspects of the current topic area.</i> <i>Genetic diversity</i>	<i>Collaboration of the scientific community in the discovery of aspects of the current topic area.</i> <i>Impact of poor lifestyle choices linked to socio-economic issues.</i>	<i>Collaboration of the scientific community in the discovery of aspects of the current topic area.</i>



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Spiritual	<ul style="list-style-type: none"> ability to be reflective about their own beliefs (religious or otherwise) and perspective on life knowledge of, and respect for, different people's faiths, feelings and values sense of enjoyment and fascination in learning about themselves, others and the world around them use of imagination and creativity in their learning willingness to reflect on their experiences 	<i>Learning about world-photosynthesis and respiration Ecosystems and energy</i>	<i>Learning about self/world-inheritance Ecosystems and organisms</i>	<i>Learning about self/world-natural selection Nervous system and receptors</i>	<i>Learning about self- genetics Muscles and synapses.</i>	<i>Complete reflection on all aspects of course. Risk taking: essay writing.</i>	
Moral	<ul style="list-style-type: none"> ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England understanding of the consequences of their behaviour and actions interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues 	<i>Farming practices and impact on diversity/food systems: moral obligations today.</i>	<i>Impact of tagging animals on welfare and survival. Impact of conservation and human conflicts.</i>	<i>Devising their own practical with living organisms safely.</i>	<i>Genetic engineering, embryo screening</i>	<i>Type 2 diabetes and impact on society/NHS due to lifestyle choices</i>	
Social	<ul style="list-style-type: none"> use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	<i>Farming practices and impact on ecosystems developed vs non-developed countries</i>	<i>Genetic disorders and inheritance Impact on environment/species and conservation strategies.</i>	<i>Acceptance of evolutionary theory</i>	<i>Genetic engineering, embryo screening PCR testing Synapses and drugs and society.</i>	<i>Organ donation</i>	



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